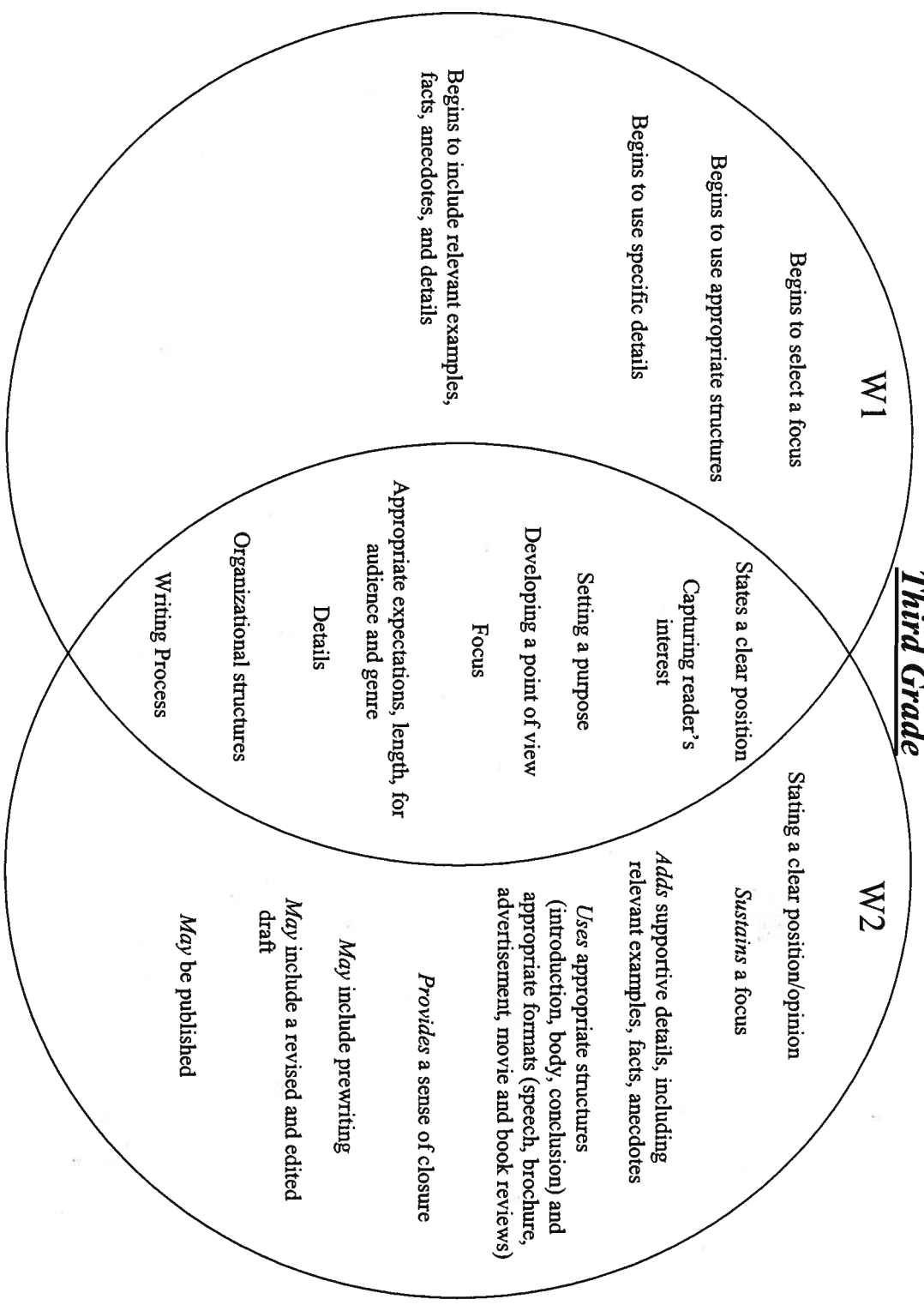


COMPARING AND CONTRASTING W1 & W2 for Persuasive Elements

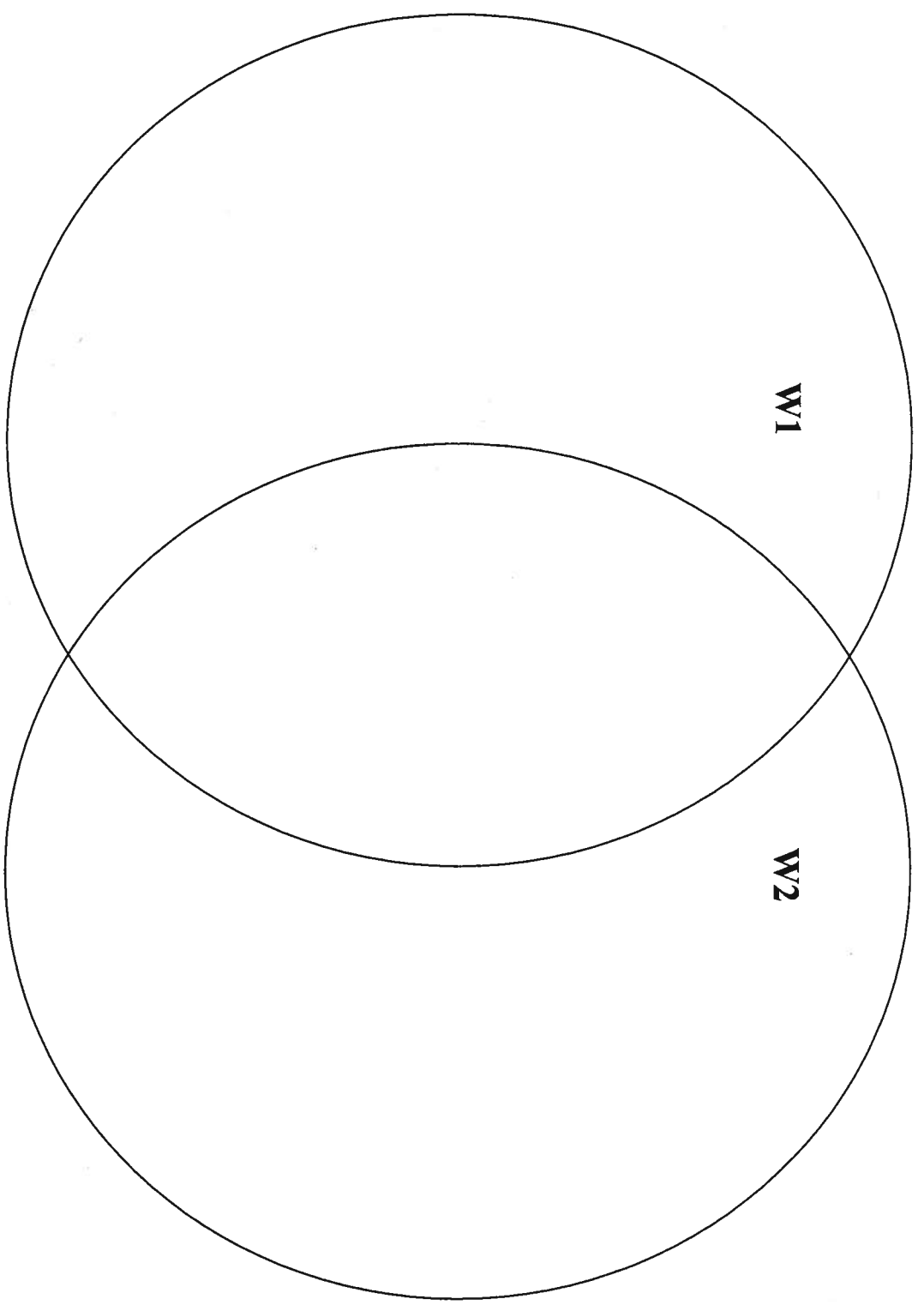
Third Grade



GPS ELA WRITING: PERSUASIVE GENRE

<p>ELAKW2</p> <p>The student produces a persuasive piece of writing that:</p>	<p>ELA1W2</p> <p>The student produces a persuasive piece of writing that:</p>	<p>ELA2W2</p> <p>The student produces a persuasive piece of writing that</p>	<p>ELA3W2</p> <p>The student produces a persuasive piece of writing that:</p>	<p>ELA4W2*</p> <p>The student produces a persuasive piece that:</p>	<p>ELASW2*</p> <p>The student produces a persuasive piece that:</p>
<p>a. States an opinion. b. May use words, illustrations, or graphics to support an opinion. c. Begins to use formats appropriate to the genre (letter, poster). d. May include describing words. e. Rewrites orally or written to generate ideas (graphic organizers and pictures). f. May include a draft developed from prewriting. g. May include a sense of closure.</p>	<p>a. Captures a reader's interest by stating a position/opinion. b. Begins to maintain a focus. c. Adds details to support an opinion. d. Begins to use formats appropriate to the genre (letter, list of reasons, poster). e. May have a sense of closure. f. May include oral or written prewriting (graphic organizer). g. May include a draft that is revised and edited. h. May be published.</p>	<p>a. Captures a reader's interest by stating a clear position/opinion. b. Begins to sustain a focus. c. Includes the appropriate purpose, expectations, and length for audience and the genre. d. Adds supportive details throughout. e. Uses appropriate formats (letter, list of pros and cons, advertisement). e. Develops a sense of closure. f. May include prewriting. g. May include a revised and edited draft. h. May be published.</p>	<p>a. Captures a reader's interest by stating a clear position/opinion and developing a point of view. b. Sustains a focus. c. Includes the appropriate purpose, expectations, and length for audience and the genre. d. Adds supportive details throughout the paper that may include relevant examples, facts, and anecdotes. e. Uses appropriate organizational structures to ensure coherence (introduction, body, conclusion) and appropriate formats (speech, brochure, advertisement, movie and book reviews). f. Provides a sense of closure. g. May include prewriting. h. May include a revised and edited draft. i. May be published.</p>	<p>a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest. b. States a clear position. c. Supports a position with relevant evidence. d. Excludes extraneous details and inappropriate information. e. Creates an organizing structure appropriate to a specific purpose, audience, and context. f. Provides a sense of closure to the writing.</p>	<p>a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest. b. States a clear position in support of a proposal. c. Supports a position with relevant evidence. d. Creates an organizing structure appropriate to a specific purpose, audience, and context. e. Addresses reader concerns. f. Excludes extraneous details and inappropriate information. g. Provides a sense of closure to the writing. h. Raises the level of language using appropriate strategies (word choice).</p>

COMPARING AND CONTRASTING W1 & W2 for Informational Genre *Grade:* _____



K-5 Noticings for Informational Genre

W1	W2